THE RESOURCE OF MNEMONICS IN PREPARING TEACHERS FOR INTERCULTURAL COMMUNICATION

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Abstract
The article is dedicated to a theoretical analysis of the concept of "preparing the teacher for intercultural communication". The authors of the article focus on the active use of the technology of mnemonics in the academic process of higher education in order to train future specialists in the multilingual educational space of the university.

The article describes the specific features of the use of various mnemonics tools, which contribute to the intensive development of mental processes (memory, attention, imaginative thinking), as well as enrichment of vocabulary, speech and writing in students in the study of foreign languages. The author of the article reveals the possibilities of the integrated use of such mnemotechnical tools as: "mnemonic", "mnemonic technic", "mnemonic tool" etc.

The mnemonic techniques and tools differ in degree of complexity and, at the same time, are in accordance with the logic of studying linguistic material for intercultural communication.

The systematized cluster of mnemotechnical methods, techniques and tools allows one to significantly expand the arsenal of linguistic knowledge among future teachers, to recreate a model of conscious students assimilating new knowledge in the field of intercultural communication with students, their parents, foreign students and teachers.

Keywords: preparation of the teacher, intercultural communication, mnemonics.

Introduction

At present, the development of primary education in Ukraine significantly increases the requirements for linguo-didactic training of teachers as subjects of training for foreign language students in an innovative educational space. In this regard, the role of intercultural communication of future specialists with younger students and parents is significantly enhanced. No less meaningful resource at this stage of professional formation of students of pedagogical universities is the systematic application of the whole variety of pedagogical technologies, which greatly optimize the process of teaching junior pupils in English Language.

It should be emphasized that the "intercultural communication" phenomenon reflects the process of mutual communication and interaction between representatives of different cultures. Referred is about active interaction and interpenetration of cultures with a view to understanding other cultures and world-of-general understanding.

The specific character of subject-subjective interaction is directly reflected at the stage of information exchange, experience, skills and skill between carriers of different types of cultures. Defining the role of context in intercultural communication, R. Porter focuses on the fact that "... Intercultural communication only takes place when the manufacturer of a particular message is a representative of one culture, and the message receiver is another ' [1, 15].

With aim of optimizing the process of education of future specialists as a subject of communication in the poli- linguistic educational space of university, special attention must be paid to the active use of the academic process of high school technologies of mnemotechnics.

Implementation of mnemotechnic technologies in the context of professional preparation of future teachers

In the theory of teaching, the term "pedagogical technology" is interpreted as logical integration of two definitions – "technology" and "pedagogical technology". Bespalko V concretizes the essence of these system-forming components. Namely, the notion of "technology" (from. Greek. Tehne – art, mastery, skills + logos – teaching) is regarded as a system of knowledge about the process, methods of action and means of processing and qualitative transformation of the object with the guaranteed result [2].

This definition of technology mainly focuses on the activities in the production sector, when technology objects were natural materials.

As it is known, as a result of the use of appropriate technologies occurred production of iron implements, clay-ceramic ware, wheat flour, and more.

The first ideas on the technologization of education were expressed by Ian Amos Kamansky more than 400 years ago. He drew attention to the following skills of a teacher:
– to correctly determine the target;
– choose the means to achieve the goal (i.e., such training tools, which are specifically created for training and environmental objects);
– to formulate rules regarding the use of selected means.

Later, publicist F. Polikarpov (1660 – 1731) considered "pedagogical technology" a process of interaction in the subsystem "teacher-pupil", where the means of education and upbringing were language and book. That is, the active use of such teaching aids as verbal and printed. This didactic resource is dominant at all stages of mnemotechnic application.
Let us emphasize that mnemonics (from Greek. Mnemonikon) is the art of remembering; a collection of particular methods and ways of memory development; A set of rules and techniques that facilitate the process of remembering [3].

The creation of this technique occurred 2500 years ago. The first information about the very term "mnemonics" historians associated with the philosophical conclusions of the Pythagoras (6th century BC).

There is also another, mythological, assumption about the occurrence of the term. In particular, its founder is considered the ancient Greek goddess Mnemosyne, which languages would "personifies memory". It is noteworthy that the author of the first work with Mnemotechnics was Cicero.

The modern researcher of the didactic resource Mnemotechnic by Chepurniy G. rightly pointed out that this technique effectively helps to solve a number of typical problems during the processing of information and intercultural communication. This includes the following issues:
– difficulty in logical processing of illogical information (sequence numbers, phone numbers, historical dates, chronological tables, norms, indicators, formulas, foreign words, terms, geographical names, grammatical rules, names and surnames, etc.);
– interference (suppression of the preliminary information flow of new information);

– no rational repetition and consolidation;
– weak motivation;
– mechanical memorization (cramming);
– low concentration of attention;
– lack of appropriate skills to facilitate the absorption of new information [4, p. 16].

Mnemotechnic, as Chepurniy G. asserts, "effectively helps to solve abovementioned problems by forming relevant skills, creative approach and creating a success situation, which is the most expedient motivation of the processes of effective learning" [4, p. 17].

Let us discuss specific features of using different instruments of mnemotechnic, which facilitate intensive development of psychological processes (memory, attention, image thinking), also enrichment of lexical vocabulary, oral and written speech of students while studying foreign languages.

In the process of applying a diverse didactic resource mnemotechnic, future teachers can effectively solve a number of educational tasks:

1. To develop in oneself and in junior pupils' basic mental processes – memory, attention, figurative thinking, etc.
2. Independently improve their own skills and skills of connected speech and connected speech to the pupils.
3. Improve your own fine motor skills and develop fine motor skills of hands in junior school children.

It is through the transformation of teaching material in the form of a visual, visual image or its comparison with existing knowledge on the principle of associations, Mnemotechnic allows:

– to form in students and students' systems an Arsenal of Lingual knowledge;
– simulate an informed format of independent mastering of new knowledge and the process of mastering new knowledge by pupils;
– to call and nourish future teachers and junior pupils an interest in intercultural communication, learning foreign language lessons, etc.

It is proved that all the rules studied by subjects of the educational process can be fixed not only on a logical principle but also through ideas of images and through emotions ("internal visibility"). The images are kept in human memory stronger and longer [3, p. 120].

An important aspect of the Mnemotechnic technology implementation in the educational process is the selection and creation of future Mnemotechnic cluster specialists. These include:

– training programs using Mnemo techniques;
– didactic kits with various training machines to improve the absorption of new information;
– development of board games for effective information assimilation, etc.

Referred also a great variety of didactic mnemotechnic tools such as Mnemo Square, Mnemo Way, Mnemo Table, etc. We will reveal their features more subjects.

The Mnemo Square illustrates simple images. Each of the images contained in a separate square demonstrates a word, phrase, or an uncomplicated simple sentence. For example, this could be a square of the girl's illustration, as students (or students) should clearly speak a single word ("A Girl"). The next square can contain artwork with a little girl. In this case, you should already create a phrase ("The Little Girl"). Next is placed a square of illustration emotions of a little girl ("The Little Girl is Happy").

Mnemo Ways are created from multiple collages, that is, simple images. With their help, the process of teaching students and pupils creatively compose stories.

The symbolic tracks are a support for the quick memorization of the events, which should be reported in a foreign language (for example, in English).

No less valuable didactic means for future teachers is Mnemo Chart. This term consists of two words: "Mnemotechnic" and "table". Such a table is placed, for example, schematic drawings, and then they are worked out to remember.

Mnemo Table is used in the implementation phase for students and schoolchildren of any complex exercises to reproduce the English-language narrative (or stories in any other language). There are several logical interconnected steps to work with Mnemo Table in class. We will reveal such an algorithm.

Step 1. Reviewing the table. Educator's detailed commentary on the images on the table.

Step 2: Implementation of so-called "recoding of Information", "linguistic transformation" of abstract symbols on sound images.

Step 3. After the "recoding of information" of work on the transfer of text with the support of symbols. In this way, we work out the memorizing of language units, sentences and small stories.

At the same time, the subjects of the educational process freely and with great pleasure tell the texts, but sometimes referring to the minor assistance to the teacher.

Step 4. The student (or pupil) of each of the suggested tables comments on their own using the "overlay" reception.

At the same time, their attention is mainly focused on the image of the main characters.

We would like to emphasize that the mnemotechnic of diagrams and tables are productive means for solving the following didactic problems of lessons on foreign languages Learning:
- enriching vocabulary subjects of the educational process;
- drafting them emotionally stained stories;
- development of oral speech of a student or a schoolboy (in the process of studying short languages, poems, etc.);
- training to create verbal or written translation;
- enriching speech memory and logical thinking (e.g. in the process of working with riddles), etc.

Taking into account the above resource mnemotechnic the suckers, specify the Specifics of planning of the future teacher's work in the English class with an emphasis on the active use of role-playing games. To this end, we use the methodological advice of Bila O. [5] and Zayats O. [6].

In particular, we pay attention to mnemotechnic funds during a series of role-playing games.

Zoo

A strong hurricane raised above the land cages with animals in the zoo. Then the cage fell to the ground. The task is for the presenter to determine where the beast is and place it all according to the plan (a zoo plan is presented on the board).

The presenter asks questions: "Are you black?", "Are you Brown?", "Are you a bear?".

As the vocabulary is assimilating, the issues can be complicated, for example:

"What do you eat?";
"Where do you live?";
"What ears do you have?" etc.

At the Café

The future teacher prepares visual supplies in advance: Menu cards (for breakfast, the second breakfast, lunch, dinner), pictures depicting dishes. 3-4 students sit at each table.

The host (waiter) goes out the door. Other students agree that they will eat (for breakfast, lunch, dinner).

The presenter brings in the tray, on which pictures depict this or that dish. He says that he brought: "I have a plate of porridge" and so on. If the presenter did not believe that it was ordered (Lunch, a Dinner or a Supper), his place is engaged by another player.

Seller and buyers

For this game, you need bags and pictures, which depict the following products: meat, fish, potato, cakes, eggs, milk, apple, tea, coffee, ice-cream.

"Buyers" in turn are descended to the "seller" and ask questions "Do you have...?".

It corresponds to "Yes" or "No". If the answer is positive, he "serves the buyer" (gives the appropriate card), the "buyer" puts the picture in the bag and thanks the "seller".

Charades

The class is split into 2 teams. Each chooses a complex word in the composition, for example, football, armchair, afternoon, bathroom, blackboard.

The team that chose, for example, the word football should prepare a short stage: in the first round, they need to use the word foot, in the second, the word ball, and in the third, the whole word (football).

These words in the respective scenes should be important in meaning, and whenever possible used several times.

After all the three scenes, other team members must unravel the word. Then commands exchange roles.

Conclusion

The use of mnemotechnic means of teaching helps students and schoolchildren significantly expand their range of knowledge about the surrounding world. They have a desire not only to transfer texts of any complexity but also to invent interesting stories on their own.

The system of methods we propose differs from one level of complexity and didactical technologies to another and adds to the logic of studying linguistic materials for cross-cultural communication.

At the same time, the systematic cluster of mnemotechnical methods, techniques and tools allows to significantly expand the linguistic arsenal of future teachers, to recreate the model of students' conscious assimilation of new knowledge in the field of intercultural communication with students, their parents, foreign students and teachers.

Thus, perfect mastering of the pedagogical technology "Mnemotechnics" allows the future teacher significantly optimize the educational process in the context of formation and enrichment of their own coherent speech and oral speech of schoolchildren as a leading indicator of their intellectual activity.

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